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ABSTRACT

A study examined organizational goal diffusion and goal congruence at a large land-grant university. A questionnaire was completed by 42 university faculty and staff members. The questionnaire included nine goal statements which had been presented in official university publications. Respondents indicated agreement or disagreement on a five-point Likert scale. Results indicated that the employees surveyed did not recognize all of the university goals, but that they generally believed that the stated goals should be organizational goals. Results further indicated that the university was not perceived as making every effort to achieve its goals, although the wording of this statement may have influenced responses. (One table of data is included; 23 references and 2 appendixes containing the questionnaire and survey data are attached.) (SR)

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Goal Diffusion and Congruence

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Goal Diffusion and Congruence at a Large
Land-Grant University:
A Preliminary Investigation

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Goal Diffusion and Congruence

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Abstract

This paper examines organizational goal diffusion and goal congruence at a large land-grant university. A case study based on survey data is presented and discussed in terms of information flow and diffusion literature. This preliminary investigation also presents findings which may warrant further study in the area of employee perceptions of organizational commitment to goals.

Goal Diffusion and Congruence at a Large

Land-Grant University:

A Preliminary Investigation

Motivation studies seek to determine how employees become committed to an organization's goals. This question cannot be answered unless and until it can be determined that employees know what those goals are. Subsequently, employees must accept, or be brought to accept, those organizational goals. Katz and Kahn (1978) identified "indoctrination of goals" as one of five types of superior to subordinate communication. Much organizational commitment research has defined commitment as including acceptance of and belief in organizational goals on the part of committed employees (Hartman & Johnson, 1989).

Several organization/management theorists have suggested that congruence between organizational goals and personal goals enhances organizational effectiveness. For example, integration of individual and organizational goals is a basic component of Theory Y advanced by McGregor (1960). Likert (1967) contended that use of the System 4 management style resulted in greater congruence of goals of the formal and informal organizations and greater productivity. Argyris (1962) observed that employees' personal needs often conflict

with organizational goals, leading to employee alienation and the possibility of inappropriate, disruptive, or otherwise unproductive behavior.

Orton and Weick (1990) contended that shared values are crucial in "loosely coupled" organizations since these shared values may be the only basis for holding such an organization together. Weick (1976) categorized post-secondary educational institutions as being loosely coupled in that components of the system are somehow attached and yet each retains its own identity and separateness. This can be clearly seen in the degrees of autonomy of colleges within universities and departments within colleges, to say nothing of the relationships among academic and non-academic units.

Although the congruence of individual and organizational goals appears to be of great theoretical significance, little, if any, research has investigated the extent to which organizational goals and personal goals coalesce into shared values in loosely coupled organizations. Furthermore, "to date, the only research that has specifically focused on how employees seek out information has largely omitted considerations of message content" (Miller & Jablin, 1991, p. 99).

The content of downward communication must clearly communicate organizational goals to employees. Assuming

that awareness preceeds acceptance and adoption (Rogers & Shoemaker, 1971), this study first seeks to determine: To what extent are university employees aware of stated organizational goals? The second research question is: To what extent do they accept these goals? The third question is: Are these goals congruent with individual goals for the organization? Other relevant research questions include whether employees perceive the university to be making significant efforts to achieve stated goals and whether employees perceive themselves as being able to advance achievement of the stated organizational goals.

Method

A questionnaire was distributed to 70 university faculty and staff members (see Appendix A). The questionnaire included nine goal statements which had been presented in official university publications:

GOAL: To enhance the quality of undergraduate education.

GOAL: To enhance the quality of the university's programs of research, scholarship, creative expression, and artistic performance.

GOAL: To enhance the quality of graduate and professional education.

GOAL: To enhance the quality of public service

and cooperative extension programs.

GOAL: To enhance the university's international programs and curriculum.

GOAL: To improve the quality of life for students faculty, and staff.

GOAL: To increase the diversity of the student body, the faculty, and the staff through effective affirmative action programs.

GOAL: To establish a comprehensive program of human resource management and development for faculty, staff, administrators, and graduate assistants.

GOAL: To increase effectiveness and efficiency of administrative operations.

Each of these was followed by five statements to which respondents indicated agreement or disagreement on a five-point Likert scale (see Appendix A).

1. This is a goal of the university.
2. This should be a goal of the university.
3. The university is making every effort to achieve this goal.
4. In the performance of my job, I can help the university achieve this goal.
5. This is a personal or professional goal of mine.

The nine goal statements were taken from a special section about the university planning process published in the faculty-staff newspaper on September 20, 1990.¹ Seventy questionnaires were distributed between September 27, 1990, and October 5, 1990, to a convenience sample of university employees.

Forty-two questionnaires were returned; a response rate of 60%. Twenty-eight of the respondents were staff members in University Relations; twelve respondents were faculty; and two were university secretaries.

After totaling the number of responses for each item on the questionnaire, a numerical score was calculated for each of the five statements for each of the nine goals. To factor in strength of response and facilitate comparisons, "strongly agree" was assigned the value of +2, "agree" was assigned the value of +1, "no opinion/not applicable" was assigned the value of 0, "disagree" was assigned the value of -1, and "strongly disagree" was assigned the value of -2. Thus, the most positive response possible for a given item (42 respondents marking "strongly agree") would result in a score of +84, and the most negative response possible for a given item (42 respondents marking "strongly disagree") would result in a score of -84. The results of these computations appear in Table 1.

Insert Table 1 about here

Analysis of Results

The highest scores for each of the nine goals were reported in response to "should be a goal of the university." The respondents appeared to agree that these goals should in fact be goals, whether they recognized them as university goals or not. The highest score (+68) indicates very strong agreement that the enhancement of undergraduate education should be a goal of the university. This goal was also one of the mostly widely recognized (+44) as being a goal of the university. The next highest score (+63) for "should be a goal" was for the least recognized goal (-10): increase administrative effectiveness and efficiency. The third highest score (+62) for "should be a goal" was for the most recognized goal (+45): enhance graduate and professional education. "Should be a goal" scores showed the least support (+29) for the goal of enhancing international programs.

The two goals that did not receive a positive recognition score (i.e., "Is a goal of the university") were to establish human resource/development programs (-6) and to increase effectiveness and efficiency of

administrative operations (-10). The raw scores also showed that more than half of the respondents did not recognize these as university goals (see Appendix B).

Perhaps the most startling result is the apparent perception that the university was not doing very much to achieve these goals. Only one goal received a positive score in the "university effort to achieve" area: a +3 for the enhancement of graduate and professional education.

Even though respondents perceived that the university was not making every effort to achieve these goals, they reported moderate ability and motivation to achieve the goals themselves, as indicated by the generally moderately positive scores for the "in my job I can help" and "goal of mine" statements. Apparently respondents tended to identify themselves with many of these goals and felt that they could help achieve these goals.

Discussion

Certain organizational characteristics may influence the methods by which employees obtain information about the organization. Dobos and Jeffres (1988) found that employees use different channels of communication to acquire information about the organization at different stages in the organization's

life cycle. Newsletters, reports, proposals, and other organizational media were the channel of choice for employees in "maturity stage" and "revival stage" organizations. Dobos and Jeffres contended that these stages occur in organizations in operation for more than ten years and with more than 500 employees. The land-grant university studied would clearly fit into one of these two stages. This would suggest that an official organizational medium, such as a faculty-staff newspaper, would be an effective means of disseminating information about organizational goals within this university.

Other research has produced differing conclusions. A study by Dahle (1954) investigated the most effective methods of transmitting information to employees and concluded that a combination of oral and written communication was more effective than oral communication only, which in turn was more effective than written communication only. The faculty-staff newspaper provides written communication only. From their study of the relationship of communication media selection and communication effectiveness, Lengel and Daft (1988) concluded that the richness of the medium should match the nature of the message. A routine message should be sent via a lean medium and a nonroutine message via a rich medium. Lengel and Daft's media richness hierarchy

places impersonal static media such as flyers, bulletins, and by implication, a faculty-staff newspaper in the lean category. Assuming that communication of organizational goals is not an everyday occurrence and, therefore, nonroutine, the medium selected for transmission may not have been appropriate. The university employs other means to communicate organizational goals. However, if goal awareness on the part of university faculty and staff as a whole is similar to that found in the preliminary study, more effective diffusion mechanisms are warranted.

The very fact that these goals were transmitted fairly directly to employees from the higher echelon may have also presented some problems. In their summary of findings from the first 16 ICA communication audits, Goldhaber, Yates, Porter, and Lesniak (1978) concluded that information from top management is of lower quality than information from other sources and the best sources of information are closest to the employee, with the worst sources being farthest away. In their discussion of downward communication, Katz and Kahn (1978) point out that while leaders of organizations may recognize the importance of involving followers in organizational goals, they may not make use of one of the easiest ways to do it - the job rationale. If employees understand

how their jobs fit in to the entire scheme of the organization and understand how their jobs relate to the jobs others are doing, it is easier for them to identify with organizational goals. This may provide a partial explanation for the tendency of the respondents in this study to indicate that they can help achieve university goals and that these are their goals while indicating that the university is not making every effort to accomplish them. Respondents may not be aware of how their jobs fit with the jobs of others toward the overall accomplishment of the organizational goals.

Another condition cited by many scholars as limiting communication effectiveness is information overload (Davis, 1981; Fisher, 1978; Goldhaber, 1986; Katz & Kahn, 1978). When people are overwhelmed with more information than they can process, they become very selective in which messages they attend to. Perhaps many of the respondents in this study who failed to recognize all of the goals as being university goals were experiencing information overload. In fact, at the time that the goals were published in the faculty-staff newspaper, employees were receiving a lot of information about the university budget process which included the possibility of a number of job layoffs. Information overload problems are compounded by poor timing of

downward communication (Goldhaber, 1986; Katz & Kahn, 1978). If employees were worried about keeping their jobs, perhaps the timing of the communication about university goals was inappropriate. Employees may have perceived these budget messages to be of greater immediate significance to them than the goals which were included in a planning document and publically available primarily through a faculty-staff newspaper.

Communication network research has indicated that some members of organizations engage in more communication activity with more people than others (Fisher, 1978; Goldhaber, 1986; Monge, Edwards, & Kirste, 1978.) These members, known as bridges or liaisons, are likely to acquire more information than those in less central positions in the network. In this study, even the least recognized goal received 13 "agree" or "strongly agree" responses. In fact, the raw data yields seven respondents out of the total of 42 who marked "agree" or "strongly agree" that each of the nine goals "is a goal of the university" (see Appendix B). These people may have acquired this knowledge by reading the faculty-staff newspaper; or they may have acquired it through some other channel of communication.

Perhaps the seven respondents who recognized all nine goals occupy positions of centrality within a

formal or informal communication network of the university and acquired their knowledge of the goals by virtue of that centrality. Perhaps they belong to subunits of a network whose bridges and liaisons more actively pass along such messages. Perhaps the other respondents are relative isolates who neither receive nor pass along much information at all. The only information available about the seven respondents who recognized all the goals is that two are faculty members - a research associate and an extension specialist - and five are University Relations staff - salary grades 10 and 11. Nine respondents recognized less than half (from one to four) of the goals as university goals. These include six University Relations staff in salary grades 7 through 11 and three faculty members - a research associate, an Associate Professor, and a Professor. As network researchers have indicated, position in the hierarchy does not necessarily coincide with position in a network (Albrecht & Roop, 1984; Monge et al., 1978; Monge & Eisenberg, 1987) . Further network analysis would be necessary to verify or reject any of the suppositions regarding network positions of respondents.

In their discussion of emergent communication networks, Monge and Eisenberg (1987) contended that

different types of organizations have different types of structures and those structures influence the flow of information through the organization. Weick's (1976) description of educational organizations as loosely coupled systems implied that the various components of such an organization retain separateness, autonomy, and, perhaps, structural diversity. Differential flow of information due to differing structures, separateness, and autonomy of sub-units within the university may also provide a partial explanation of why some employees had knowledge of all nine goals and others did not.

Related to network studies discussed above, communication diffusion research may also help to explain some of the results of this study. In their summaries of hundreds of diffusion studies, Rogers and Shoemaker (1971) indicated that, in general, "earlier knowers" have more education, higher social status, greater change agent contact, more social participation, and are more cosmopolitan than "later knowers." "Earlier knowers" also have greater exposure to mass media and interpersonal channels of communication than "later adopters" (Burkhardt & Brass, 1990). The first step in the process of innovation diffusion is knowledge of the innovation. "Innovation" is defined as something new - an idea, an object, or a process. If university

goals can be considered to be an innovation, the seven respondents who had knowledge of all of them as university goals may be considered to be "early knowers." In this context, if the study were to be repeated several months later, "later knowers" might also recognize all of the goals as university goals.

Little about goal congruence has been said in this discussion. The results of the study indicated that this is not a problem. The respondents generally agreed that the goals should be organizational goals and many agreed that these were congruent with their own personal or professional goals in this area. Thus, one would assume little organizational/individual goal conflict regarding this issue in this population.

Implications for Future Research

The results of this study may be suspect with respect to the allness statement: "The university is making every effort to achieve this goal." The wording of this statement may have caused a problem for some respondents. A few respondents circled the word "every" on their questionnaires. The raw numbers show more "strongly disagree" responses and fewer "strongly agree" responses to this statement than to any other (see Appendix B). These responses may be due more to the allness statement in the survey item than to the

perceived failure of the university to address these goals in a significant way. However, even if there were semantic problems with this statement, one would expect that the university would be perceived as "making every effort to achieve" some of these nine goals. A future study could use either a less-loaded statement or a statement allowing respondents to specify their perceptions of the extent of university effort to achieve the goals.

A larger and more scientifically drawn sample would yield more useful results in evaluating the effectiveness of internal communication regarding university goals. A network analysis or a communication audit could provide more detailed and specific information about not only goal diffusion, but the entire internal communication process at the university. In doing such an analysis, researchers should take message content into account because past research has indicated that different types of messages are transmitted through different network structures (Danowski, 1980; Hartman & Johnson, 1989; Monge et al., 1978; Monge & Eisenberg, 1987). An ECCO analysis (Davis, 1953) may be useful to more clearly determine employee knowledge of university goals and how they

acquired that knowledge. A longitudinal study might be employed to track the diffusion of goals over time.

Acquiring information such as respondents' length of service in the organization may also be useful in similar studies. Newcomers to an organization may have different information needs and may employ different information-seeking strategies than continuing employees (Jablin, 1987; Miller & Jablin, 1991). Future research could address the question: Do new employees in a loosely coupled organization have more or less awareness of organizational goals than long-time employees?

Conclusion

This preliminary study presented a case study based on survey data of goal diffusion and goal congruence among a convenience sample of university employees. The employees surveyed did not know what all of the university goals are, but they generally believed that the goals should be goals. The university was not perceived as making every effort to achieve its goals, although the wording of this statement may have influenced the responses. A program to encourage administrative and supervisory personnel to communicate job rationales to employees may be useful for more effective goal diffusion, even greater goal congruence, and may also encourage employee investigation of

university efforts to achieve goals relevant to their job rationales. Further research is warranted to determine if the sample was representative of university employees as a whole and to determine how employees become aware of university goals.

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Footnote

¹ The publication actually listed ten university goals. I deleted the tenth goal, which was "to remain among the leading universities in the application of information technologies and library services in support of instruction, research, and public service." I concluded that this goal was of limited applicability to the survey population.

Table 1

Statement Scores for Each Goal

Goal	Statement				
	1	2	3	4	5
Undergraduate education	+44	+68	-11	+21	+19
Research/scholarship	+33	+58	0	+32	+33
Graduate education	+45	+62	+3	+31	+33
Public service	+33	+52	-15	+38	+33
International programs	+22	+29	-6	+20	+8
Quality of life	+27	+54	-19	+24	+29
Affirmative action	+23	+49	-9	+10	+20
Human resources	-6	+40	-29	+6	+8
Administrative effectiveness	-10	+63	-38	+14	+25

Note. Statement 1: This is a goal of the university.

Statement 2: This should be a goal of the university.

Statement 3: The university is making every effort to
achieve this goal.

Statement 4: In the performance of my job, I can help the
university achieve this goal.

Statement 5: This is a personal or professional goal of
mine.

After reading the following goals, please indicate your agreement or disagreement with the five statements that follow each goal.

GOAL: To enhance the quality of undergraduate education.

1. This is a goal of the university.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

2. This should be a goal of the university.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

3. The university is making every effort to achieve this goal.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

4. In the performance of my job, I can help the university achieve this goal.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

5. This is a personal or professional goal of mine.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

GOAL: To enhance the quality of the university's programs of research, scholarship, creative expression, and artistic performance.

1. This is a goal of the university.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

2. This should be a goal of the university.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

3. The university is making every effort to achieve this goal.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

4. In the performance of my job, I can help the university achieve this goal.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

5. This is a personal or professional goal of mine.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

GOAL: To enhance the quality of graduate and professional education.

1. This is a goal of the university.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

2. This should be a goal of the university.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

3. The university is making every effort to achieve this goal.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

4. In the performance of my job, I can help the university achieve this goal.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

5. This is a personal or professional goal of mine.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

Appendix A

GOAL: To enhance the quality of public service and cooperative extension programs.

1. This is a goal of the university.

☐ strongly agree	☐ agree	☐ no opinion/not applicable	☐ disagree	☐ strongly disagree
---	--------------------------------	--	-----------------------------------	--

2. This should be a goal of the university.

☐ strongly agree	☐ agree	☐ no opinion/not applicable	☐ disagree	☐ strongly disagree
---	--------------------------------	--	-----------------------------------	--

3. The university is making every effort to achieve this goal.

☐ strongly agree	☐ agree	☐ no opinion/not applicable	☐ disagree	☐ strongly disagree
---	--------------------------------	--	-----------------------------------	--

4. In the performance of my job, I can help the university achieve this goal.

☐ strongly agree	☐ agree	☐ no opinion/not applicable	☐ disagree	☐ strongly disagree
---	--------------------------------	--	-----------------------------------	--

5. This is a personal or professional goal of mine.

☐ strongly agree	☐ agree	☐ no opinion/not applicable	☐ disagree	☐ strongly disagree
---	--------------------------------	--	-----------------------------------	--

GOAL: To enhance the university's international programs and curriculum.

1. This is a goal of the university.

☐ strongly agree	☐ agree	☐ no opinion/not applicable	☐ disagree	☐ strongly disagree
---	--------------------------------	--	-----------------------------------	--

2. This should be a goal of the university.

☐ strongly agree	☐ agree	☐ no opinion/not applicable	☐ disagree	☐ strongly disagree
---	--------------------------------	--	-----------------------------------	--

3. The university is making every effort to achieve this goal.

☐ strongly agree	☐ agree	☐ no opinion/not applicable	☐ disagree	☐ strongly disagree
---	--------------------------------	--	-----------------------------------	--

4. In the performance of my job, I can help the university achieve this goal.

☐ strongly agree	☐ agree	☐ no opinion/not applicable	☐ disagree	☐ strongly disagree
---	--------------------------------	--	-----------------------------------	--

5. This is a personal or professional goal of mine.

☐ strongly agree	☐ agree	☐ no opinion/not applicable	☐ disagree	☐ strongly disagree
---	--------------------------------	--	-----------------------------------	--

GOAL: To improve the quality of life for students, faculty, and staff.

1. This is a goal of the university.

☐ strongly agree	☐ agree	☐ no opinion/not applicable	☐ disagree	☐ strongly disagree
---	--------------------------------	--	-----------------------------------	--

2. This should be a goal of the university.

☐ strongly agree	☐ agree	☐ no opinion/not applicable	☐ disagree	☐ strongly disagree
---	--------------------------------	--	-----------------------------------	--

3. The university is making every effort to achieve this goal.

☐ strongly agree	☐ agree	☐ no opinion/not applicable	☐ disagree	☐ strongly disagree
---	--------------------------------	--	-----------------------------------	--

4. In the performance of my job, I can help the university achieve this goal.

☐ strongly agree	☐ agree	☐ no opinion/not applicable	☐ disagree	☐ strongly disagree
---	--------------------------------	--	-----------------------------------	--

5. This is a personal or professional goal of mine.

☐ strongly agree	☐ agree	☐ no opinion/not applicable	☐ disagree	☐ strongly disagree
---	--------------------------------	--	-----------------------------------	--

Appendix A

GOAL: To increase the diversity of the student body, the faculty, and the staff through effective affirmative action programs.

1. This is a goal of the university.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

2. This should be a goal of the university.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

3. The university is making every effort to achieve this goal.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

4. In the performance of my job, I can help the university achieve this goal.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

5. This is a personal or professional goal of mine.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

GOAL: To establish a comprehensive program of human resource management and development for faculty, staff, administrators, and graduate assistants.

1. This is a goal of the university.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

2. This should be a goal of the university.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

3. The university is making every effort to achieve this goal.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

4. In the performance of my job, I can help the university achieve this goal.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

5. This is a personal or professional goal of mine.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

GOAL: To increase effectiveness and efficiency of administrative operations.

1. This is a goal of the university.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

2. This should be a goal of the university.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

3. The university is making every effort to achieve this goal.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

4. In the performance of my job, I can help the university achieve this goal.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

5. This is a personal or professional goal of mine.

☐ strongly agree ☐ agree ☐ no opinion/not applicable ☐ disagree ☐ strongly disagree

I am __faculty/ __ staff. grade, rank, or title: _____

Appendix B

Raw Scores for Each Goal Statement Item

Statements:

1. This is a goal of the university.
2. This should be a goal of the university.
3. The university is making every effort to achieve this goal.
4. In the performance of my job, I can help the university achieve this goal.
5. This is a personal or professional goal of mine.

Items:

SA = strongly agree A = agree 0 = no opinion/not applicable
 D = disagree SD = strongly disagree

Goal: To enhance the quality of undergraduate education.

Statement	SA	A	0	D	SD
1.	11	26	0	4	0
2.	26	16	0	0	0
3.	0	14	3	23	1
4.	3	19	15	4	0
5.	3	17	17	4	0

Goal: To enhance the quality of the university's programs of research, scholarship, creative expression, and artistic performance.

Statement	SA	A	0	D	SD
1.	10	22	0	7	1
2.	19	20	0	0	0
3.	3	12	8	16	1
4.	7	20	11	2	0
5.	10	15	12	2	0

Note. 42 total surveys returned (N=42).
 Not all respondents checked all items.

Goal Diffusion and Congruence

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Appendix B

Goal: To enhance the quality of graduate and professional education.

Statement	SA	A	O	D	SD
1.	14	22	0	5	0
2.	23	17	0	1	0
3.	2	14	11	13	1
4.	5	22	13	1	0
5.	4	20	16	1	1

Goal: To enhance the quality of public service and cooperative extension programs.

Statement	SA	A	O	D	SD
1.	10	22	1	7	1
2.	15	23	2	1	0
3.	1	8	9	21	2
4.	8	24	7	2	0
5.	6	24	8	3	0

Goal: To enhance the university's international programs and curriculum.

Statement	SA	A	O	D	SD
1.	4	24	4	10	0
2.	8	20	6	7	0
3.	1	8	16	16	0
4.	3	19	14	5	0
5.	3	12	17	8	1

Note. 42 total surveys returned (N=42).
Not all respondents checked all items.

Goal Diffusion and Congruence

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Goal: To improve the quality of life for students, faculty, and staff.

Statement	SA	A	O	D	SD
1.	7	25	0	6	3
2.	20	17	2	1	1
3.	0	9	7	22	3
4.	3	20	16	2	0
5.	5	21	14	2	0

Goal: To increase the diversity of the student body, the faculty, and the staff through effective affirmative action programs.

Statement	SA	A	O	D	SD
1.	8	26	0	5	2
2.	18	19	1	0	3
3.	1	13	9	12	6
4.	1	17	14	9	0
5.	7	13	15	5	1

Goal: To establish a comprehensive program of human resource management and development for faculty, staff, administrators, and graduate assistants.

Statement	SA	A	O	D	SD
1.	1	12	11	14	3
2.	11	22	5	2	1
3.	0	1	16	18	6
4.	1	11	22	7	0
5.	1	12	21	6	0

Goal: To increase effectiveness and efficiency of administrative operations.

Statement	SA	A	O	D	SD
1.	4	11	4	11	9
2.	26	12	0	0	1
3.	0	4	6	18	12
4.	2	19	11	7	1
5.	4	21	11	4	0

Note. 42 total surveys returned (N=42).
Not all respondents checked all items.